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ABSTRACT

The 1974 followup study of the 1972 liberal arts graduates of Southern Illinois University (Carbondale) was conducted to provide information about the present status of graduates regarding their rate, variety, and level of employment and to gain input on whether the College of Liberal Arts should place more emphasis on career preparation. Data were obtained two and one-half years after graduation, allowing sufficient time for employment stability. Findings on the 375 respondents of the 735 liberal arts graduates indicated: 85.9 percent in the labor force; overall unemployment of 7.5 percent; about 40 percent pursuing an advanced degree; employment in the whole range of organizations, occupations, and industries; 76.5 percent realizing satisfaction with their present job and 71.2 percent realizing career potential; and over 50 percent of full-time employees with salaries over $10,000. Relationship of job to major was not a highly significant indicator of employment level. While 70.5 percent of the graduates would choose the same or another liberal arts major, approximately 75 percent wanted more career preparation in their academic programs. Half of the document consists of appendixes of related tables, research methodology, and a copy of the questionnaire. (EA)

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CAREER ALTERNATIVES FOR LIBERAL ARTS GRADUATES: A FOLLOW-UP STUDY

by

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CAREER ALTERNATIVES FOR LIBERAL ARTS GRADUATES: A FOLLOW-UP STUDY

Introduction

The liberal arts have received a bad press recently. The quality of education is not being questioned, however, but rather the ability of liberal arts graduates to get jobs, or at least to get good jobs. It is common to hear reports about English majors driving cabs while the graduates of more job-related majors get the professional jobs typically associated with a college degree. The results of a survey of recent college graduates done by the Bureau of Labor Statistics showed an unemployment rate of about 15% for both Humanities and Social Science graduates.[1] On the basis of this kind of data, Margaret Gordon, who has written for the Carnegie Commission on the subject of college graduates and jobs, has stated that the person with a liberal arts degree is "very hard to place. . . a drug on the market. . . relatively disfavored in the job market."[2]

Reports such as these are very potent because they have an effect on at least two significant groups of people. First, potential college students may decide to go to college or choose their major on this information. In fact, it is almost a truism to say that declining enrollment in the

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[1]Anne M. Young, "Labor Market Experience of Recent College Graduates," Monthly Labor Review, 97 (Oct., 1974): 33-40. See also Vera C. Perrella, "Employment of Recent College Graduates," Monthly Labor Review, 96 (Feb., 1973): 41-50.

[2]"A Conversation with Peg Gordon," Saturday Review of Education, 1 (May, 1973): 36-37.

liberal arts is caused by the lack of career orientation in these subjects. Second, those responsible for setting the priorities in higher education use this information as a measure of accountability. For many, an educational program should be judged by the availability of jobs for its graduates.

The trouble with such reports and studies of the labor market experiences of recent college graduates is that they are limited to the period immediately after graduation, which, in terms of jobs, is the most unstable period for college graduates. The first year or two after graduation is a time of discovery, a time of search, particularly for people who do not use college as career preparation or who do not have specified career goals. These new graduates are as unsure about a career as college freshmen are about their majors. To have greater long-term validity, data on the careers of liberal arts graduates should be gathered after the graduates have had sufficient time to achieve employment stability. Therefore, this study obtained information from graduates who had received their degrees two and a half years previously.

Objectives

In November, 1974, the College of Liberal Arts at Southern Illinois University at Carbondale undertook a follow-up study of its 1972 liberal arts graduates. The major purpose was to provide accurate information about the present status of those

graduates, particularly regarding their rate, variety, and level of employment, and about the current enrollment status of those who were still in school. A secondary purpose was to gather data from recent graduates which would be helpful in determining whether the goals of the College should include a greater emphasis on career preparation than they previously had. More specifically, information was sought on the following subjects:

1. College major and minor, sex, and marital status of graduates;
2. Present labor force status, enrollment status, and educational attainment of graduates;
3. Range and types of occupations and employing organizations;
4. Graduates' assessment of their employment, including the relationship of job to major, job satisfaction, career potential of the occupation, and annual earnings;
5. Graduates' evaluation of their liberal arts degree as opposed to a more job-related degree, and their evaluation of the importance of a general education;
6. Graduates' perception of the need for career preparation in liberal arts programs and suggestions of ways to increase the career options available to liberal arts students.

Target Population

The target population was the recipients of the 736 bachelor's degrees awarded in 1972 in those departments which now make up the College of Liberal Arts but which then were in the College of Liberal Arts and Sciences. These included graduates with majors in Anthropology, English, Foreign Languages and Literatures, Geography, History, Mathematics, Philosophy, Political Science, Psychology, and Sociology as well

as those special majors and a few others receiving a Bachelor of Arts degree in the College.[3] It was thought that this group of graduates would meet two requirements. First, they were relatively recent graduates and therefore had had to obtain employment at a time when economic conditions did not seem to favor the liberal arts graduate. Second, they had had sufficient time to acquire career direction, so that conclusions about their present status would not be based upon temporary instability.

Rate of Employment

It would be only a slight exaggeration to say that, if news stories are to be believed, 50% of liberal arts graduates would be unemployed and most of the other 50% should be cab drivers, drug store clerks, or cooks. The actual situation is quite different. The vast majority of graduates were in the labor force (85.9%).[4] The overall unemployment rate for those in the labor force was 7.5%. Both males and females had the same unemployment rate, but unmarried graduates had a much higher unemployment rate than did married graduates (10.3% vs. 4.6%). The lowest rate was for married males (2.0%) and the highest was for unmarried males (12.5%).

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[3]In 1972, Computer Science, Linguistics, and Religious Studies did not have undergraduate programs in the College. Limitations regarding the availability of graduates in Economics and Geography are mentioned in Appendix II, "Research Methodology."

[4]It is important to note that the definition used here varies slightly from that used by the Bureau of Labor Statistics. First, it includes all those in both the civilian and non-civilian population--those in military service are regarded as employed. Second, it includes full-time students if they are also employed.

Employers, it would seem, associate marital status with potential for permanence. (See Tables 1 and 2.)

Although 7.5% of graduates in the labor force were unemployed, national employment during the period of the survey went from 7.1% in December, 1974, to over 8% in February, 1975. In December, 1974, unemployment among white collar occupations was 4.1%; since most graduates worked in such occupations, an unemployment rate of 7.5% would seem to be comparatively high. It is interesting, however, that at the time of the survey the national unemployment rate among males 20-24 years of age was 11.1% and among females of the same age group it was 12.7%. For their age group, then, liberal arts graduates were employed at a satisfactory rate. Unfortunately, no statistics were available for people in this age group in white collar occupations.[5] The rate of unemployment among liberal arts graduates in this study was one-half of that listed in the Bureau of Labor Statistics study for 1972 Humanities and Social Science graduates.

Enrollment Status

Although the major focus of this study was the employment status of 1972 liberal arts graduates, an unexpectedly large percentage of this class were currently studying for advanced degrees. At the time of the survey, 29.6% of the graduates were enrolled in a college or university. Of these, over sixty percent were enrolled full-time. The males were fairly

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[5] "Current Labor Statistics," Monthly Labor Review, 98 (Feb., 1975): 100.

evenly divided between graduate and professional schools, with 51.0% in graduate school and 46.9% in professional school. All of the currently enrolled females, however, were in graduate school, none in professional school. Only 25.7% of those enrolled were taking their advanced degree in a liberal arts discipline.

In addition to those currently enrolled, 12.0% of this class already held an advanced degree. Of those who had received advanced degrees, 10.4% were in Psychology, 12.5% were in Business Administration, and 12.5% were in the various fields normally included in a college of Education. Thirteen percent of the males had received an advanced degree, as compared with ten percent of the females. Less than half of those with an advanced degree had received it in a liberal arts field. (See Tables 3 and 4.)

Thus, about 40% of liberal arts graduates had already received or were preparing for an advanced degree. It is easy to interpret the liberal arts student who chooses to go on for advanced work as one who is merely putting off making a career choice. The data would not seem to support this conclusion. Since most of those studying for advanced degrees were in non-liberal arts disciplines (20% were in law schools, for example), their undergraduate education is most properly viewed as pre-professional education--a general education taken before they choose a career field for which an advanced degree is necessary. A large percentage of

liberal arts graduates apparently saw their undergraduate education not as job preparation per se, but as preparation for a career-related advanced degree. For many, then, a liberal arts education is the entry to advanced, career-related education.

Variety of Employment

Beyond general categories, it is practically impossible to categorize the careers of liberal arts graduates--the old saying that they can choose their field still proves to be true. Liberal arts graduates were employed in the whole range of organizations, occupations, and industries. Of those graduates who were employed full-time, the majority worked in business or industrial organizations (58.1%), with a much smaller percentage in government (15.5%) and education (14.3%). It is obvious, then, that liberal arts graduates are not suited only to a career in education, but, in fact, tend to find careers in business and industry.

Graduates tended to cluster into sales (14.1%), management (18.0%), teaching (9.0%), and counseling (7.8%) occupations. Most of these occupations are largely people-oriented and well-suited to the liberal arts graduate's verbal and analytic abilities. A much greater percentage of males than females went into sales and management careers, while a relatively high percentage of females had teaching careers (17.8%) or worked in clerical jobs (16.7%). Those liberal arts graduates employed in business and industry showed

heaviest concentrations in banking and insurance (14.9%), retail and wholesale trade (14.9%), the manufacturing of industrial goods (9.7%). Very few graduates worked in management consulting or mining and oil industries. Those working in business and industry were quite evenly distributed in the industrial groups by sex. (See Table 5.)

In the course of the study, a list of 250 occupations or job titles was compiled. An examination of the careers of sociology majors, for example, showed that they did not simply become teachers or social workers, but chose an unpredictable range of careers, from Police Youth Officer to Golf Professional to Real Estate Broker. This evidence suggests--once again--that because liberal arts graduates have such a variety of careers, the method of estimating job openings for liberal arts majors is necessarily different from that of predicting job openings for graduates of a vocational course of study, such as welding, for example, or even of a program such as engineering. These programs train students for certain occupations, and therefore the relationship between major and career is much closer than it is for liberal arts majors. The variety of occupations which liberal arts majors have gone into makes it difficult (if not impossible) to predict career from college major with any degree of accuracy.

Level of Employment

Rate and variety of employment, however, say very little

about whether the occupations of liberal arts graduates are commensurate with their education. A low rate of unemployment, for example, would not be a significant achievement for liberal arts graduates if the typical job were cab driver, cook, or stockboy. Although level of employment, then, is as important as rate and variety of employment, a definition is not easy to arrive at. The obvious index--level of educations needed--is not quite sufficient, partly because growing credentialism and upgrading of employment levels make this difficult to ascertain, and partly because a graduate's own assessment is as important as an externally-defined criterion. Since this is true, three other criteria are at least potential indicators: the relationship of job to a graduate's major field of study, job satisfaction and assessment, and level of earnings.

1. Relationship of Job To Major

According to many commentators, the relationship of job to major is the single most important factor in assessing level of employment. Graduates taking jobs unrelated to their major, it is felt, have somehow been let down by their education. In this study, it is true, no strong pattern of relationship between job and major field of study emerged. About half of the graduates replied that their job was either directly or somewhat related to their major field of study. One-third of the graduates reported that they took a job unrelated to their major field of study because they could not find one related to their major, and this was true more often for females than for males. It is important

to note, however, that close to fifty percent of those graduates who took jobs unrelated to their major because nothing related was available assessed their jobs as having either definite or possible career potential. In addition, many graduates (about 20%) said that they took a job unrelated to their major by their own choice. (See Table 6.)

Relationship of job to major, then, is not as important in assessing level of employment as it might at first seem. Indeed, a job not directly related to their major field of study may not be what many graduates expect or initially think they want, but they may find that it nonetheless has career potential. One graduate in English said that after four months of teaching he discovered that he never wanted to have anything to do with high schools again, and, on the advice of a friend, interviewed with, and was hired by, an insurance company's computer division, a job with definite career potential but unrelated to his major.

2. Job Satisfaction and Assessment

Job satisfaction and job assessment are obviously important considerations in evaluating level of employment. Overall, 76.5% of the employed graduates reported that they were reasonably satisfied with their present job. In addition, 71.2% assessed their job as having either definite or possible career potential. This was particularly true of males, 62% of whom assessed their job as having definite career potential, whereas only 42% of females made this assessment.

Since the number of graduates in many career areas was

not large, job assessment by career area was not always possible. A surprising percentage of graduates in management positions saw their job as temporary (21.7%); comparatively few graduates in sales assessed the career potential of their job this way (9.4%). The area of greatest dissatisfaction, not surprisingly, was clerical jobs, with 50.0% of those holding a clerical position assessing it as temporary.

Nearly ninety percent of graduates with a job directly related to their major field of study assessed it as having either definite or possible career potential, while only 8.9% of this same group assessed their job as temporary. By contrast, 45.7% of those who took a job unrelated to their major because nothing related was available assessed this job as temporary. It is appropriate to note again, however, that lack of a relationship between job and major does not imply lack of career potential: 46.9% of those who took a job unrelated to their major because none related was found, assessed their job as having career potential. (See Table 7.)

3. Earnings

Another measure of employment level and, for some, of the worth of a college education is yearly earnings. In general, graduates' earnings appeared satisfactory. Over 50% of the graduates employed full-time were earning above $10,000 a year, with 9.2% earning over $15,000. Somewhat under 20% were earning under $8,000 a year. Males had a higher level of earnings than females, with 62.9% earning over $10,000 a year, while only one-third of the females were earning over

$10,000. Over 12% of the males were earning $15,000 and above, but only 3.3% of the females earned this much. The lower earnings of females represents, in large part, the greater number of females who were teachers or who worked in clerical occupations. Graduates with higher yearly earnings typically assessed their job as having career potential, while as salary level decreased, the percentage of graduates assessing their job as temporary increased. (See Tables 8 and 9.)

4. Level of Employment: Definition and Analysis

As was noted above, relationship of job to major is not a highly significant indicator of level of employment. While both yearly earnings and job assessment are--like years of education needed--relevant factors, neither is a sufficient index to this necessarily ill-defined and shifting quality. It should be self-evident, for example, that teachers, whose yearly earnings are often relatively low, should not for this reason be regarded as underemployed. Other factors are obviously more important, but in their absence, low yearly earnings suggests a low level of employment. It is also true that a subjective criterion, such as job assessment, is relevant only when it is present. A liberal arts graduate who has also received an MBA and earns over $15,000 a year, but who assesses his occupation as temporary, should still be regarded as employed commensurate with his education. One other factor, heretofore unmentioned, is also relevant--a graduate's current educational situation. A lower level of employment might be expected for those who are employed while working on an advanced degree.

To adopt an unrefined definition, then, recent college

graduates should be considered underemployed only if they are not enrolled in school and if neither the economic and status rewards typically associated with a college education nor the internal perception of career potential are present.

Of those graduates who were employed full-time, 21.5% assessed their present occupation as temporary. Nearly half of these (44.6%), however, were in occupations typically held by college graduates and had yearly earnings over $8,000. This reduced the percentage of those who could be called underemployed to 11.9%. In addition, enrollment in school accounted for an additional 2.7% of those who were otherwise underemployed. Of the employed graduates, then, 9.2% could legitimately be called underemployed according to the definition presented above. This is a far cry from the assertion, often heard, that liberal arts graduates typically get routine, low paying jobs.

Evaluation of Liberal Arts Degree

When asked to evaluate their liberal arts degree as opposed to a more job-oriented major, 70.5% of the graduates replied that they would choose the same or another liberal arts major, but 40% of these (27.2% of the class) said that they would add some job-related courses. Of those who were employed, 26.2% replied that they would choose a job-oriented major, while only 13.6% of the unemployed and 11.8% of those not in the labor force responded this way. Those who would take a job-oriented major, then, came not from the unemployed, but from the employed, and from a cross-section of the employed. (See Tables 10 and 11.)

This evaluation is also reflected in graduates' ranking of the goals of a college education. Slightly over 70% said that when they were in school a general education was the most important goal, while only 5.3% ranked training for an occupation as most important. When asked to rank those same goals according to their present preferences, the percentage of graduates ranking a general education as most important dropped to 44.6%, while the percentage ranking training for an occupation as most important rose to 34.5%. The percentage of those ranking "a detailed grasp of a special field" highest decreased slightly, from 24.1% to 23.1%. (See Table 12.)

In short, if graduates had it to do all over again, a significant percentage would either bypass the liberal arts or at least take a significant number of job-related courses. Put bluntly, in terms of a market metaphor, these reactions mean, first of all, that approximately one-fourth of the graduates would not "buy the liberal arts product" again, and second, that they are not very likely to recommend it to others. Unless it is determined that similar shifts of sentiment are apparent in all recent college graduates, regardless of major field of study, then this disaffection for the liberal arts is at least symptomatic of an important problem area.

Graduates' Recommendations

Just over 75% of the graduates said that the College of Liberal Arts should pay more attention to career preparation in its academic programs. When given a list of suggestions and asked to check those which would be most helpful to present

students before they transfer from college to the working world, graduates checked "a willingness to consider a wider range of careers" most often (49.3%). Almost equally important were "a better idea of what they would like to do" (45.9%) and "more marketable skills" (45.9%). Considerably fewer checked "the ability to conduct a job search effectively" (36.0%). Although the suggestions varied, three-fourths of the graduates thought that some sort of emphasis on career preparation important if liberal arts students were to leave college adequately prepared for the working world. (See Tables 13 and 14.)

The following comment seems typical of those who answered that the College should not place greater emphasis on career preparation in its academic programs:

> My humanities major did not prepare me for a job field since I chose not to teach in the present school system. However, the enjoyment it gives me in my everyday life--the ability to read, study art on my own, or even to listen to records with insight--is more important to me than marketable skills.

But even this student felt that courses in basic bookkeeping and accounting were valuable skills to acquire.

Problem Areas

The picture of general success of liberal arts graduates in the labor market is not meant to gloss over problem areas, but it helps to put them in perspective. One small, but not insignificant, area was the percentage of graduates who were not in school and who were unsuccessful at either finding employment at all or finding satisfactory employment. Some

female graduates, for example, found only clerical positions available to them. Other graduates, in addition, may have been attending school only because a satisfactory job was not available.

A more widespread problem area was reflected in graduates' comments about the distance between their education and what one graduate called the "hard, cruel world":

> . . . when I was going to school I was not given a true idea of what would be available to me as far as a job was concerned.
>
> . . . liberal arts students should be prepared a little more about the practical application of their major to a job.
>
> Sheltering students from the "outside world" is extremely detrimental.

A similar problem was reflected in the unexpectedly large percentage of graduates who responded that if they had it to do all over again, they would take a job-oriented major, and in the percentage of graduates who reported a change from general education to job preparation as the major goal of education. Since the majority of graduates were successfully employed, such responses suggest that graduates' difficulties lay not in the lack of a successful outcome (i.e., satisfactory employment), but in the often frustrating process of finding satisfactory employment. These reactions, then, may have arisen out of graduates' perception that their success in the labor market could be attributed more to their own creativity and stamina than to help received from their disciplines. It seems likely that if students had been

prepared for the job search process and for the problems they would be likely to encounter, and if they had spent time while still in college in career decision-making, they would be able to see both their liberal education and their career as one continuous process of development, rather than as two divergent processes.

A third problem area concerns the differential opportunities and rewards for male and female graduates. First, fewer females than males were studying for advanced degrees. Second, at the time of the survey nearly half of the males who were studying for advanced degrees were currently enrolled in a professional school (law, medicine, business administration, or theology), whereas no female respondent was so enrolled. Only one female respondent had gone to a professional school and received a degree (in Business Administration), while seven males had already accomplished this (one in law, six in Business Administration). Third, the salary differences, which have already been mentioned, are symptomatic either of a lack of equal pay for equal work or else of a lack of a proportional number of well-paying positions for females.

CONCLUSIONS AND RECOMMENDATIONS

Dissemination of Results

Because of the lack of information on the placement of liberal arts graduates, the results of this study should be made available to current and potential students, and to those who help mold potential students' decisions about college and college major, especially guidance and admissions counselors. The results of this survey have shown that projections of job-openings by college major and surveys of business and industrial concerns to determine job openings or offerings--such as the College Placement Council undertakes--need to be interpreted with great caution. In a recent position paper on "Four Year Liberal Arts Graduates: Their Utilization in Business, Industry, and Government," the Council reported on a 1972 survey which indicated that no companies surveyed were interested in liberal arts graduates.[6] Such results are not corroborated by this survey, which has been based on the assumption that the most significant source of data about placement are graduates themselves, not placement counselors or personnel managers.

The results of this study should also be made available to those in education who use placement as a measure of accountability: liberal arts education, although not always directly career-related, nonetheless has a highly satisfactory placement rate.

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[6]The College Placement Council, "Four-Year Liberal Arts Graduates: Their Utilization in Business, Industry, and Government--The Problems and Some Solutions," 1975, p. 9.

Aiding Current Liberal Arts Students

Although the overall record of employment for liberal arts graduates surveyed was good, the problem areas suggest a number of recommendations relative to current liberal arts students. Disciplines and departments in colleges of liberal arts should:

1. Inform students of the extent to which jobs related to their majors are available and should develop related work experience programs for students;
2. Develop the applied aspects of liberal arts disciplines, in order to engage students not only in theoretical learning but in practical applications of this learning in problem-analysis and problem-solving;
3. Encourage students to take a job-related minor;
4. Encourage the career interests of females, especially advanced study in professional schools.

At the same time, liberal arts disciplines should also communicate that they do not have as their prime goal the preparation of students for one career, or even for a closely related group of careers. As Joe L. Spaeth and Andrew M. Greeley say in their recent book, Recent Alumni and Higher Education: A Survey of Recent College Graduates: "the analysis and understanding of ideas may be more effective occupational preparation than something that seems more immediately relevant."[7] As shown by the list of careers which this present survey has generated, career possiblities are open-ended and depend upon an individual's own choice. Students, then, should be encouraged to consider a wide range of careers, including many not seemingly related to their

[7](New York: McGraw Hill, 1970) p. 181.

major. But if students are to exercise choice and not just take whatever comes along, liberal arts disciplines will need to communicate the importance of this preparation for students whose majors do not automatically imply a career.

One appropriate method is that detailed by Howard Figler in his book, PATH: A Career Workbook for Liberal Arts Students.[8] Figler's approach to career development and career choice does not emphasize manpower projections, but rather the individual's needs, values, and life priorities. Only later in the program do job search techniques and reality-testing exercises become the focus. PATH is designed to make career planning an educational experience and to help students gain control over their career process, rather than to become victims of what's in or out of favor at any given moment. Since most graduates eventually find a satisfying career, this approach would at least help to ease the transition so that graduates would not see such a great break between their academic lives and their working lives. In part, this process--or the foundation for it--could be initiated by undergraduate academic advisors, who could show students a general model of career development, various general approaches, and direct them to additional resources, such as Career Counseling.

Further Study

A study of the placement of graduates with advanced liberal arts degrees should be undertaken. Since graduate students are presumably receiving a professional education, the placement

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[8](Cranston, R. I.: The Carroll Press, 1975).

of graduates in positions related to their major field of study should be of concern.

TABLE 2

LABOR FORCE PARTICIPATION OF GRADUATES,
BY MAJOR FIELD OF STUDY

	Total N of Respondents	In Labor Force					Not In Labor Force	
		Total	Labor Force Participation Rate	Employed	Unemployed			
					N	Rate	N	Rate
Anthropology	11	8	72.7	8	0	0.0	3	27.3
Economics	3	3	100.0	2	1	33.3	0	0.0
English	39	32	82.0	30	2	6.3	7	17.9
Foreign Languages	16	13	81.2	13	0	0.0	3	18.8
Geography	4	4	100.0	4	0	0.0	0	0.0
History	39	35	89.7	32	3	8.6	4	10.3
Mathematics	24	23	95.8	21	2	8.7	1	4.2
Philosophy	12	9	75.0	9	0	0.0	3	25.0
Political Science	64	54	84.4	51	3	5.6	10	15.6
Psychology	88	76	86.4	72	4	5.3	12	13.6
Sociology	66	58	87.9	50	8	13.8	8	12.1
Special	8	6	75.0	6	0	0.0	2	25.0
Other	1	1	100.0	0	1	100.0	0	0.0
Total	375	322	85.9	298	24	7.5	53	14.1

TABLE 1

LABOR FORCE PARTICIPATION OF GRADUATES,
BY MARITAL STATUS AND SEX

	Total N of Respondents	In Labor Force					Not In Labor Force	
		Total	Labor Force Participation Rate	Employed	Unemployed			
					N	Rate	N	Rate
Total	375	322	85.9	298	24	7.5	53	14.1
Marital Status								
Married	176	151	85.8	144	7	4.6	25	14.2
Not Married	181	155	85.6	139	16	10.3	26	14.4
Other	12	10	83.3	10	0	0.0	2	16.7
Missing	6							
Sex and Marital Status								
Male	241	207	85.9	192	15	7.3	34	14.1
Married	113	98	86.8	96	2	2.0	15	13.3
Not Married	123	104	84.6	91	13	12.5	19	15.4
Other	5	5	100.0	5	0	0.0	0	0.0
Female	128	109	85.2	101	8	7.3	19	14.8
Married	63	53	84.1	48	5	9.4	10	15.9
Not Married	58	51	88.0	48	3	5.9	7	12.1
Other	7	5	71.4	5	0	0.0	2	28.6
Missing	6							

TABLE 3

ENROLLMENT AND ADVANCED DEGREE STATUS
OF GRADUATES, BY SEX AND MAJOR

	Respondents	Graduates Currently Enrolled						Graduates Holding Advanced Degree	
		Total		Full-Time		Part-Time			
		N	%	N	%	N	%	N	%
Total	375	111	29.6	68	61.3	43	38.7	45	12.0
Sex									
Male	246	80	32.5	51	63.8	29	36.2	32	13.5
Female	129	31	24.1	17	54.8	14	45.2	13	10.1
Major									
Anthropology	11	8	72.8	4	50.0	4	50.0	1	9.1
Economics	3	1	33.3	0	0.0	1	100.0	0	0.0
English	39	8	20.5	6	75.6	2	25.0	3	7.7
Foreign Languages	16	4	35.0	2	50.0	2	50.0	1	6.3
Geography	4	0	0.0	0	0.0	0	0.0	0	0.0
History	39	10	25.6	7	70.0	3	30.0	4	10.3
Mathematics	24	6	25.0	2	33.3	4	66.7	7	29.2
Philosophy	12	7	58.3	3	42.9	4	57.1	2	16.7
Political Science	63	19	30.2	11	57.9	8	42.1	4	6.3
Psychology	88	28	31.8	18	64.3	10	55.6	16	18.2
Sociology	66	15	22.7	11	73.3	4	26.7	7	10.6
Special	8	5	62.5	4	80.0	1	20.0	0	0.0
Other	1	0	0.0	0	0.0	0	0.0	0	0.0

TABLE 4

TYPE OF SCHOOL ATTENDED OF THOSE ENROLLED FULL-TIME, BY SEX

	Number Enrolled	Graduate School		Professional School		Other	
		N	%	N	%	N	%
Sex							
Male	49	25	51.0	23	46.9	1	2.0
Female	15	15	100.0	0	0.0	0	0.0
Both Sexes	64	40	62.5	23	35.9	1	1.5
Missing	4						

TABLE 5

TYPE OF ORGANIZATION, SELECTED CAREER AREAS, SELECTED INDUSTRY GROUPS AND SIZE OF EMPLOYING BUSINESS OR INDUSTRY OF FULL-TIME EMPLOYED GRADUATES, BY SEX

	All Persons			
	N	Both Sexes	Males	Females
Type of Organization				
Business/Industry	154	58.1	62.4	50.0
Government	41	15.5	17.9	10.9
Education	38	14.3	6.4	29.3
Other Non-Profit	17	6.4	5.8	7.6
Other	9	3.4	4.0	2.2
Military	6	2.3	3.5	0.0
Total	265	100.0	100.0	100.0
Career Area				
Management	46	18.0	24.1	6.7
Sales	36	14.1	17.5	7.8
Research	13	5.1	6.0	3.3
Teaching	23	9.0	4.2	17.8
Counseling	20	7.8	8.4	6.7
Clerical	16	6.3	0.6	16.7
Industry Group				
Banking-Insurance	23	14.9	13.9	17.4
Manuf. Consumer Goods	15	9.7	11.1	6.5
Manuf. Indust. Goods	15	9.7	9.3	10.9
Retail-Wholesale Trade	23	14.9	14.8	15.2

TABLE 5 (Continued)

TYPE OF ORGANIZATION, SELECTED CAREER AREAS, SELECTED INDUSTRY GROUPS AND SIZE OF EMPLOYING BUSINESS OR INDUSTRY OF FULL-TIME EMPLOYED GRADUATES, BY SEX

	Both Sexes	Males	Females
One of the largest	48.7	50.5	44.4
Larger than most	21.1	19.6	24.4
About average in size	19.7	17.8	24.4
Smaller than most	7.9	8.4	6.7
One of the smallest	2.6	3.7	--
Total	100.0	100.0	99.9

TABLE 6

RELATIONSHIP OF JOB TO MAJOR FIELD OF STUDY, BY SEX AND MAJOR FIELD OF STUDY

	Total	Directly Related	Somewhat Related	Not Related: Own Choice	Not Related: Nothing Related Was Found
Total					
#	260	53	75	51	81
%	100.0	20.4	28.8	19.6	31.2
Sex					
Males	100.0	21.8	26.5	22.9	28.8
Females	100.0	17.8	33.3	13.3	35.6
Major					
Anthropology	100.0	28.6	28.6	28.6	14.3
Economics	100.0	-	100.0	-	-
English	100.0	23.1	23.1	23.1	30.8
Foreign Languages	100.1	38.5	7.7	23.1	30.8
Geography	100.0	-	100.0	-	-
History	100.0	7.4	7.4	40.7	44.4
Mathematics	100.0	42.1	21.1	10.5	26.3
Philosophy	100.0	-	12.5	25.0	62.5
Political Science	100.0	20.0	35.6	13.3	31.1
Psychology	100.0	21.5	36.9	15.4	26.2
Sociology	100.0	16.7	31.0	21.4	31.0
Special	100.0	-	50.0	-	50.0

TABLE 7

ASSESSMENT OF JOB AND JOB SATISFACTION, BY SEX, RELATIONSHIP OF WORK TO MAJOR, SELECTED CAREER AREAS, AND SELECTED INDUSTRY GROUPS

	Job Assessment						Job Satisfaction		
	Total	Definite Career Potential	Possible Career Potential	Temporary	Uninterested in Career Potential	Other	Total	Yes	No
Total % (N=261)	100.0	49.0	22.2	21.5	4.2	3.1	100.0	76.5	23.5
Sex									
Males	100.0	62.6	20.5	19.9	3.5	3.5	100.0	77.8	22.2
Females	100.0	42.2	25.6	24.4	5.6	2.2	100.0	74.2	25.8
Relationship Of Work To Major									
Directly related	100.0	69.8	17.0	9.4	1.9	1.9	100.0	88.7	11.3
Somewhat related	100.0	50.7	29.3	12.0	5.3	2.7	100.0	85.1	14.9
Not related--own choice	100.0	63.3	16.3	10.2	8.2	2.0	100.0	90.0	10.0
Not related--related job not found	100.0	24.7	22.2	45.7	2.5	4.9	100.0	51.3	48.8

TABLE 7 (Continued)

	Job Assessment						Job Satisfaction		
	Total	Definite Career Potential	Possible Career Potential	Temporary	Uninterested in Career Potential	Other	Total	Yes	No
Career Areas									
Management	100.0	50.0	19.6	21.7	27.3	12.5	100.0	73.9	26.1
Sales	100.0	74.3	11.4	14.3	--	--	100.0	86.1	13.9
Teaching	100.0	45.5	27.3	18.2	4.5	4.5	100.0	82.6	17.4
Counseling	100.0	55.0	25.0	15.0	--	5.0	100.0	90.0	10.0
Clerical	100.0	6.3	25.0	50.0	12.5	6.3	100.0	56.3	43.8
Industry Groups									
Banking/ Insurance	100.0	60.9	21.7	17.4	--	--	100.0	87.0	13.0
Manufacturing Consumer Goods	100.0	33.3	26.7	40.0	--	--	100.0	60.0	40.0
Manufacturing Industrial Goods	100.0	40.0	33.3	20.0	--	6.7	100.0	80.0	20.0
Retail Wholesale Trade	100.0	40.9	4.5	50.0	--	4.5	100.0	56.5	43.5

TABLE 8

YEARLY SALARY, BY SEX, MARITAL STATUS, AND SELECTED CAREER AREAS

	Total	Below $5,000	$5,000-$7,999	$8,000-$9,999	$10,000-$12,999	$13,000-$14,999	$15,000 and above
Total	100.0	2.7	18.4	26.4	33.0	10.3	9.2
Sex							
Male	100.0	2.4	11.2	23.5	37.6	12.9	12.4
Female	100.0	3.3	31.9	31.9	24.2	5.5	3.3
Marital Status							
Married	100.0	2.4	9.4	21.2	35.3	15.3	16.5
Not Married	100.0	2.6	13.0	24.7	41.6	10.4	7.8
Career Areas							
Management	100.0	2.2	6.5	19.6	50.0	8.7	13.0
Sales	100.0	-	6.1	21.2	30.3	18.2	24.2
Teaching	100.0	-	26.1	56.5	17.4	-	-
Counseling	100.0	-	15.0	40.0	30.0	10.0	5.0
Clerical	100.0	12.5	75.0	12.5	-	-	-

TABLE 9

ASSESSMENT OF JOB AND JOB SATISFACTION, BY SALARY

	Job Assessment						Job Satisfaction		
	Total	Definite Career Potential	Possible Career Potential	Temporary	Uninterested in Career Potential	Other	Total	Yes	No
Below $5,000	100.0	14.3	28.6	42.9	14.3	-	100.0	57.1	42.9
$5,000 - $7,999	100.0	29.2	12.5	45.8	8.3	4.2	100.0	62.5	37.5
$8,000 - $9,999	100.0	43.3	29.9	19.4	3.0	4.5	100.0	79.1	20.9
$10,000 - $12,999	100.0	55.8	24.4	15.1	3.5	1.2	100.0	77.6	22.4
$13,000 - $14,999	100.0	48.1	25.9	14.8	3.7	7.4	100.0	77.8	22.2
$15,000 and above	100.0	90.9	4.5	4.5	-	-	100.0	95.7	4.3

TABLE 10

GRADUATES' EVALUATION OF LIBERAL ARTS VERSUS JOB-ORIENTED MAJOR BY LABOR FORCE STATUS AND SEX

	Same Liberal Arts Major	Liberal Arts Major Plus Job-Related Courses	Job-Oriented Major	Other
Total	43.3	27.2	23.4	6.0
Labor Force Status				
Employed	42.5	24.5	26.2	6.8
Unemployed	31.8	54.5	13.6	-
Not in Labor Force	52.9	31.4	11.8	3.9
Sex				
Male	43.3	27.1	23.3	6.3
Female	43.3	27.6	23.6	5.5

TABLE 11

GRADUATES' EVALUATION OF LIBERAL ARTS VERSUS JOB-ORIENTED MAJOR BY MAJOR FIELD OF STUDY

	Same Liberal Arts Major	Liberal Arts Major Plus Job-Related Courses	Job-Oriented Major	Other
Major				
Anthropology	54.5	27.3	9.1	9.1
Economics	-	33.3	33.3	33.3
English	50.0	27.8	19.4	2.8
Foreign Languages	43.8	31.3	18.8	0.1
Geography	25.0	50.0	-	25.0
History	43.6	30.8	17.9	7.7
Mathematics	43.5	13.0	43.5	-
Philosophy	25.0	50.0	16.7	8.3
Political Science	43.8	25.0	25.0	6.3
Psychology	48.8	24.4	20.9	5.9
Sociology	35.9	26.6	32.8	4.7
Special	50.0	37.5	-	12.5
Other	-	100.0	-	-

TABLE 12

PERCEIVED CHANGE IN THE MAJOR GOAL OF EDUCATION, BY SEX

	General Education			Detailed Grasp of Special Field			Training For Occupation		
	During College	At Present	Change	During College	At Present	Change	During College	At Present	Change
Total N	264	160	-104	87	83	-4	19	127	108
Total %	71.4	43.2	-28.2	23.5	22.4	1.1	5.1	34.3	29.2
Sex									
Male	74.4	44.8	-29.6	19.4	21.6	+2.2	6.2	33.6	+27.4
Female	65.6	40.4	-25.2	31.3	24.0	-7.3	3.1	35.7	+32.6

TABLE 13

GRADUATES' PERCEPTION OF THE NEED FOR CAREER PREPARATION IN ACADEMIC PROGRAMS, BY LABOR FORCE STATUS, SEX AND MAJOR

	YES	NO	No Answer
Total	73.6	22.9	3.5
Labor Force Status			
Employed	72.8	24.2	3.0
Unemployed	87.5	8.3	4.2
Not in Labor Force	71.7	22.6	5.7
Sex			
Male	71.5	25.2	3.3
Female	77.5	18.6	3.9
Major			
Anthropology	45.5	45.5	9.1
Economics	100.0	-	-
English	67.2	25.6	5.1
Foreign Languages	68.8	31.2	-
Geography	75.0	25.0	-
History	59.0	35.9	5.1
Mathematics	79.2	16.7	4.2
Philosophy	66.7	33.3	-
Political Science	68.8	29.7	1.6
Psychology	80.7	15.9	3.4
Sociology	86.4	10.6	3.0
Special	50.0	37.5	12.5
Other	100.0	-	-

TABLE 14

GRADUATES' SUGGESTIONS FOR CURRENT STUDENTS

	Yes #	Yes N
Consideration of a wider range of careers	49.3	185
A better idea of career goals	45.9	172
More marketable skills	45.9	172
Ability to conduct effective job search	36.0	135
Earlier start to job hunt	18.7	70
Other	15.5	58

TABLE 15

DEGREE RECIPIENTS, ACCESSIBLE DEGREE RECIPIENTS, AND RESPONDENTS, BY SEX AND MAJOR

Major	Number of Degree Recipients-- Registrar's Report			Number of Accessible Degree Recipients-- Alumni File	Number of Letters Received	Respondents			
	Male	Female	Total			Male	Female	Total	% of Letters Received
Anthropology	13	7	20	20	18	10	1	11	61.1%
Economics	9	0	9	9	8	3	0	3	37.5%
English	38	47	85	81	74	12	27	39	52.7%
Foreign Languages	6	25	31	30	27	4	12	16	59.3%
Geography	19	2	21	5	4	4	0	4	100.0%
History	66	15	81	78	67	29	10	39	58.2%
Mathematics	35	6	41	42	35	19	5	24	68.6%
Philosophy	18	11	29	25	24	6	6	12	50.0%
Political Science	108	15	123	113	103	58	6	64	62.1%
Psychology	107	51	158	150	134	60	28	88	65.7%
Sociology	72	50	122	115	108	38	28	66	61.1%
Special	8	5	13	14	12	2	6	8	66.7%
Other	1	2	3	3	3	1	0	1	33.3%
Total	500	236	736	674	617	246	129	375	60.8%

TABLE 16

LABOR FORCE PARTICIPATION OF GRADUATES,
BY DATE OF REPLY

	Total N of Respondents	In Labor Force					Not In Labor Force	
		Total	Labor Force Participation Rate	Employed	Unemployed			
					N	Rate	N	Rate
Total	375	322	85.9	298	24	7.5	53	14.1
Date of Reply								
1st Mailing	217	185	85.3	172	13	7.0	32	14.7
2nd Mailing	109	94	86.2	86	8	8.5	15	13.8
3rd Mailing	49	43	87.7	40	3	7.5	6	12.2

TABLE 17

SEX, MARITAL STATUS, AND TEACHING CERTIFICATION OF GRADUATES

	N	%	Teaching Certification %
Sex			
Both Sexes	375	100.0	15.8
Male	241	65.3	10.2
Female	128	34.7	26.4
Marital Status			
Total	375	100.0	
Married	176	47.7	
Not Married	181	49.1	
Other	12	3.3	
Missing	6	-	
Sex and Marital Status			
Male	241	100.0	
Married	113	46.9	
Not Married	123	51.0	
Other	5	2.1	
Female	128	100.0	
Married	63	49.2	
Not Married	58	45.3	
Other	7	5.5	

APPENDIX II

RESEARCH METHODOLOGY

Target Population

According to the Registrar's Report, 736 graduates received a bachelor's degree in June or August, 1972, in one of those disciplines which now are included in the College of Liberal Arts, but which then were in the College of Liberal Arts and Sciences. Of these graduates, 500 were males and 236 were females. In mid-November, 1974, a three-page questionnaire, cover letter, and return envelope were mailed to each of the 674 graduates for whom United States addresses were available. (A copy of the questionnaire and letter of transmittal is in Appendix III.) A total of 617 letters were delivered, with 57 letters returned as undeliverable by the post office. Up to two additional mailings were made to graduates who did not reply to the first request. By March 15, 1975, the completion date of the project, 375 replies had been received.

Two limitations in the data gathering process deserve mention. First, the number of liberal arts graduates in Economics was small in 1972, primarily because the department was still in the College of Business and Administration. Because of this, the number of respondents is not large enough to be representative of the department. Second, the percentage of addresses available for graduates in Geography was much lower than the percentage available for graduates in any other major. Although the response rate for those graduates

who received letters was high (100.0%), the original sample was, unfortunately, small. This lack of a large sample of graduates with majors in either Economics or Geography meant that the list of job titles provided by respondents with either of these majors was not as extensive as it might have been.

Because the College of Liberal Arts was the sponsoring unit, no attempt was made to include graduates from other units in the survey. There was, therefore, no group of graduates with which to make comparisons. Nonetheless, national data, compiled by the Bureau of Labor Statistics, exists for 1972 graduates, and this two-year follow-up study can provide an index to the long-term validity of a survey done soon after graduation.

Treatment of Data

Since the purpose of this study was descriptive, the basic procedure was the tabulation of responses. For purposes of clarification, various cross-tabulations were also made. Tabulation and statistical analysis were by means of SPSS (Statistical Package for the Social Sciences), a software computer program. Tabulations were made for all valid responses. Because of the Missing Values feature of SPSS, respondents who did not answer certain questions were not included in the tabulation and cross-tabulation of those responses alone.

Representativeness of Response

By all available indications, the results of this study

are representative. First, the response rate was high: over 60% of the graduates who received letters responded. Second, except for the instances mentioned in the section "Data Gathering Process," the response rate by major was fairly even, generally ranging from 58% to 68% of the accessible graduates. Third, the ratio of males to females who responded to the questionnaire matched the ratio by sex in the graduating class as a whole: 67.9% of the graduates were male and 32.1% were female; 65.6% of the respondents were male and 34.4% were female. Fourth, when the labor force status of respondents to the first mailing was compared with that of respondents to the second and third mailings, no significant differences emerged. (See Tables 15, 16, and 17.)

APPENDIX III

LETTER OF TRANSMITTAL AND QUESTIONNAIRE

Southern Illinois
University

CARBONDALE, ILLINOIS 62901

College of Liberal Arts

November 12, 1974

Dear Liberal Arts Graduate:

Universities, like other organizations, need to measure their effectiveness. We would like to know how valuable your degree has proved itself to be--not just its monetary value, but how (or whether) it has helped you begin a satisfying career.

By answering the enclosed questionnaire you can help us determine the long-term value of liberal arts programs and whether we are preparing students not just for success in college, but for their life after college as well. With the information you give us, we will also be able to give students a better idea of the kind of careers open to them. We are enclosing a return envelope, addressed to the College of Liberal Arts. If at all possible, please return the questionnaire to us by December 2, 1974.

Although we are not asking particularly sensitive questions, all of the information you give us will be confidential. My staff assistant, Dr. Michael Walsh, who is director of Career Alternatives for the College, will handle the project. Only a statistical tabulation will be prepared, and if you like, we will send you a copy of the results of the study.

Sincerely,

Lon R. Shelby
Dean

LRS:ab

Enclosures

COLLEGE OF LIBERAL ARTS ALUMNI SURVEY

I. PERSONAL DATA

1. College Major:_____ _____ 2. Minor:_____

3. Sex:_____M _____F 4. Marital Status: _____Married
_____Not Married
_____Other:
_____

5. Do you have a teaching certificate? _____Yes _____No

II. PRESENT STATUS

6. What is your present status? Answer (a) and (b).

(a) Employment status (please check one only):
_____Employed full-time
_____Employed part-time
_____In the Armed Forces
_____Unemployed, but seeking employment
_____None of the above (including housewives, full-time students, etc.)

(b) Educational status (please check one only):
_____Not enrolled in a college or university
_____Enrolled part-time in a college or university
_____Enrolled full-time in a college or university

7. Please check the highest degree held and add specific details.
_____Bachelor's _____Ph.D., in_____
_____Master's, in_____ _____Other: _____

III. EDUCATION: For those enrolled full-time in graduate or professional school.

8. Which type of school are you enrolled in?
_____Graduate school _____Professional school

9. What is your field of study?_____

10. What is the name of the school (optional):_____

IV. EMPLOYMENT: For those employed full-time.

11. Present occupation or job title:_____

12. With what kind of organization do you work?
_____Business or industry _____Education
_____Government _____Other nonprofit
_____Military _____Other (please specify):
_____

13. Career area (if applicable):
_____Personnel relations _____Advertising
_____Sales and marketing _____Editing and writing
_____Public relations _____Research and investigation
_____Management _____Finance
_____Other (please specify):_____

14. If you are with a business or industrial concern, please complete (a) and (b).

(a) What is the principal industry of your company? (check one)

_____Advertising media, publishing, graphic arts
_____Agricultural
_____Banking, investment, insurance
_____Construction
_____Engineering, research and development
_____Management consulting and business services
_____Manufacturing consumer goods
_____Manufacturing industrial goods
_____Mining, extraction, oil
_____Retail and wholesale trade
_____Service industries
_____Transportation or public utilities
_____Other (Please specify): _____

(b) Compared with other organizations (companies, autonomous divisions) in your industry, would you say your company is?

_____One of the biggest _____Bigger than most _____About average in size
_____Smaller than most _____One of the smallest

15. What is the relationship of your present job to your major?

_____Directly related _____Not related, by own choice
_____Somewhat related _____Not related, couldn't find a job related to major

16. Are you reasonably satisfied with your present occupation? _____Yes _____No

17. Which of the following statements best describes your feelings about your present job's career potential?

_____My job has definite career potential
_____My job has possible career potential
_____My job is something to work in until a better job comes along
_____I am unconcerned about career potential.
_____Other (please specify): _____

18. What is the salary of your present job?

_____Below $5,000 _____$10,000 - $12,999
_____$5,000 - $7,999 _____$13,000 - $14,999
_____$8,000 - $9,999 _____$15,000 and above

7. FOR ALL GRADUATES

19. If you had it to do all over again, would you:

_____take basically the same course of study (the same or another liberal arts major)
_____choose a more job-oriented major (such as business, for example)
_____choose a liberal arts major but add some job-related courses
_____other (please specify): _____

20. (a) When you were in college, how important was it for you to get each of the following at college? (Rank the most important 1, the second most important 2, the least important 3.)

_____a detailed grasp of a special field
_____a well-rounded general education
_____training and skills for an occupation

(b) Based on your experience since college, how do you rank the same goals now?

_____a detailed grasp of a special field
_____a well-rounded general education
_____training and skills for an occupation

21. Do you think that the College of Liberal Arts should place greater emphasis on career preparation in its academic programs? _____Yes _____No

22. Based on your own experience, which of the following do you think would be helpful to liberal arts students before they transfer from college to a career?

_____A better idea of what they would like to do
_____A willingness to consider a wider range of possible careers
_____More marketable skills
_____More information on how to conduct a job search effectively
_____An earlier start to looking for a job
_____Other (please specify):_____

23. Please add any further comments or suggestions here (and on the back):

24. Would you like a summary of the results of this survey? _____Yes _____No

Thank you for your cooperation.

Please mail this questionnaire to: College of Liberal Arts
Southern Illinois University
Carbondale, Illinois 62901